

THE PERCEIVED IMPACT OF WINNING AN ATHLETIC CHAMPIONSHIP

THESIS

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DEDICATION

I would like to dedicate this paper to my family, friends, and people who assisted in this project.

ABSTRACT

While there are studies on how successful college athletic programs affect admission rates for Division I institutions, little research has been conducted for programs in Division II, Division III, and private universities. In order to create a sample which to compare this admissions phenomenon to Division I programs, interview data from seven employees of a university with predominately Division II athletic programs was collected. Information from these interviews was not only used to look at a change in admission rates, but to also address how university officials believe a national title might impact their education institution.

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CHAPTER ONE

Introduction

The phenomenon of having more students apply to a college or university, thus, raising the standards of admission is called the “Flutie Factor,” also referred to as the “Flutie Effect.” It is named after a Boston College football star, Doug Flutie, who, after leading their football program to success through his stellar play, including an unlikely last-second victory over the University of Miami in 1984, contributed to a 33% increase in applications to the college (Mixon, Trevino, & Minto, 2004).

Athletics has been a large part of the collegiate atmosphere for a long time. There are different views of how collegiate athletics melds with academia at higher education institutions. There have been arguments on both sides as to how important college athletics should be. That question may always feel unanswered. Nevertheless, the search for an answer needs to continue. There are studies which attempt to relate successful seasons in Division I sports, mainly men’s basketball and football to the number of applicants that apply to that successful university. However, for Division II, Division III, and private universities, there are no studies which focus on the affects successful athletic seasons have on the number of applications for admission. Furthermore, few studies address the personal beliefs of university officials as to how important their athletic teams are to the institution.

Purpose of the Study

The purpose of this qualitative study was to explore the impact of a successful collegiate athletic season on the university. This study examined our particular Division II University. The study examined the impact this Midwestern University's football team had on the university after

winning the national championship in Division II. This study included beliefs, opinions, and statements from university officials who are affiliated with the Division II University that had a successful season. The officials explained the important role athletics play in earning free publicity for their institution, bringing in more skilled and athletic recruits, increasing school and athletic donations, and increasing enrollment. The reason there was a need for a qualitative study in this area was because of all the research that was either agreeing or disagreeing on whether or not successful seasons positively affect the university. The criteria for a successful season included, but was not be limited to, winning a national championship, winning a conference championship, going to a Bowl Championship Series, or going to the Final Four.

In regards to the Midwestern University, the researcher interviewed select members from the administration of admissions, athletics, first year experience, as well as the chancellor of the university. The researcher also examined applicant numbers from the 2008 to the 2010 school-years. Additionally, the researcher shared perceptions from UMD administrators of the affects of the free publicity the school received from being on national television multiple times within a relatively short time span.

Background

McCormick and Tinsley (1987) found athletic success served as an important marketing tool for universities, in that it attracted incoming students with higher scores on the Scholastic Aptitude Test. Mixon and Trevino (2002) found there was a positive and significant relationship between a university's football success and the number of students the school was able to retain and graduate. Also, Toma and Cross (1998) discovered that winning a national championship, in Division I men's football or basketball, was routinely accompanied with a higher number of applicants to the school and positive attention for the university. Along with the positive

attention, the overall number of viewers who can see successful teams on television increased because Columbia Broadcasting System signed with the National Collegiate Athletic Association to broadcast their national tournament; the deal was worth 1.725 billion dollars (Zimbalist, 1999). Still missing was the research and evidence which supports the impact successful seasons at schools other than Division I have on their academics and student population.

Setting and Audience

The participants for this study included faculty and administrative staff of the University of Minnesota-Duluth (UMD). UMD is a university in the northern part of Minnesota. At the time of this study, it had a student population of approximately 11,500. It is also a public, state supported school that is a coordinate campus of the University of Minnesota. At the time of the study, it competed in Division I hockey and Division II for every other sport. This study was conducted at the University of Minnesota-Duluth in Duluth, Minnesota.

Assumptions

At the time of the study, the researcher was an assistant football coach for the University of Minnesota-Duluth. The researcher coached outside linebackers and played that same position for five years from 2002-2007 at UMD. In 2008 and in 2010 the UMD football team won the Division II National Championship for the first two times in its history. The researcher played sports all his life and has been acknowledged for his athletic and academic successes. The researcher graduated from high school with a 3.7 GPA, was a member of the National Honor Society and was given the Lion's Club Award for upstanding citizenship and academics. Also, the researcher graduated college with a 3.2 GPA and in the researcher's field, a 3.8 GPA. Athletics had an impact on the researcher throughout his lifetime. They were his best teacher in so many ways. Athletics taught him how to compete, manage time, be a team player, work, and,

most importantly, how to dedicate himself to everything he does. In this study, the researcher expected to find winning athletic programs do have a positive effect on a university in regards to enrollment. He also expected to find administrators, from all areas, agree with his statement about how important successful athletics are to a university. This was important to him, because he had personal experience participating in collegiate athletics. He knew, firsthand, how they helped him improve his grades and how they affect an entire campus; however, the researcher remained objective in this study by using only the information received through the interviews and not including personal bias when analyzing the participants' responses.

Limitations

This study included statements from university officials regarding how athletics has affected the number of applicants, how it has affected the publicity and public outlook on the university, and how it increased the amount of donations given to the university. This study did not include feelings and thoughts from the applicants applying to universities. This study focused only on one Division II Midwestern university. The researcher cautioned the readers of this study not to make broad interpretations from this, but rather he challenged them to take a different look at the relationship between academics and athletics. The researcher countered his own biases by directly quoting responses given by the research participants.

Definitions

- BCS - Bowl Championship Series
- Big name athletics - Men's football and men's basketball at Division I universities
- Division I-One requirement is there must be seven sports for men and seven sports for women fielded by the university to qualify as Division I. Also, it is the

highest sanctioned university level as defined by the National Collegiate Athletic Association. There are several other sanctioned minimums and differences to make the distinction between Division I, II, III

- Division II-It is sanctioned by the NCAA, the competition is at a lower level, and has fewer scholarships available for athletes
- NCAA-National Collegiate Athletic Association
- UMD-University of Minnesota-Duluth

Summary

The purpose of this study was to explore the impact of successful collegiate athletic seasons on the number of applicants that apply to a particular university. This study presented assumptions and opinions from administrators and their views of how athletics effects the overall population and the overall community of the university.

CHAPTER TWO

Literature Review

This study focused on the impact of a successful collegiate athletic team and the impact that success had on the university as a whole. This review first addressed the following themes: how the successful season impacted publicity given to the school, how athletics built on and created strengths that help people succeed, how athletics could impact the applicant pool of the school, and how successful athletics improved the overall quality of the student population. Next, a description of successful teams and seasons, and how their successes affected the number of applicants who applied to the school are discussed. Finally, current thinking in the field of successful athletics and how they impact the university and their students are summarized.

Introduction

This literature review focuses on the impact interscholastic and intercollegiate athletics have on academics. Athletics teach people discipline, teamwork, mental toughness, and a strong work ethic (Long & Caudill, 1991). All these attributes carry over into daily life, including school. The athletes who learn these skills have attained better grade point averages, higher SAT and national test scores, and better all around results in school (Keil & Robust, 2000; McCormick & Tinsley, 1987; Stevens & Stegmen, 2000). Not only do athletics boost student-athletes' grades, but they also improve the grades, the number of applicants, and the quality of applicants who apply to universities with successful sports teams (Kotlyarenko & Ehrenberg, 2000; McCormick & Tinsley, 1987; Mixon, Trevino & Minto, 2004).

Athletics Improves Grades and Test Scores

According to Stephens and Stegman (2000), high school students who had a high participation level in sports out-performed students who had a low participation in sports in terms of grade point average, class rank, and math grade point average. Also, Beckett (1999) wrote that interscholastic sports improve grades more than participating in academic clubs, student council, music, cheerleading, drama, journalism clubs, hobby clubs or vocational clubs. Participating in athletics forces students to focus and manage their time to be as efficient as possible. In addition, athletes have higher grade point averages, take more courses, have fewer unexcused absences, and have higher expectations to go to college (Coakley & Dunning 1996; Videon, 2002). To be a successful athlete a person must be present for practices, they must condition their body to be in excellent physical shape, they must concentrate on executing at a high level, and they must be involved at every level the sport requires. Because sports require so much dedication, not only do students receive better grades, they also graduate more often and at a higher rate than members of the general student body (Keil & Robust, 2000; Long & Caudill, 1991).

The graduation rates and grade point averages of non-transfer student-athletes - people who started at a college and graduated - are higher than the average non-athlete student, (Keil & Robust, 2000; Rehberg, 1969). For instance, at the University of Minnesota-Duluth the graduation rate for student-athletes was 94 % at the time of this study, according to the athletic and academic liaison for the UMD. It was one of the highest graduation rates in the country. Contrary to reports by the media, student-athletes across a large number of universities and colleges did not differ from their classmates in terms of their active involvement in effective

educational practices, and when they do differ, they favor the athlete (Stuart, 1985; Umbach & Palmer, 2006).

Athletics Builds On and Creates Strengths that Help People Succeed

Students who participate in sports have better attendance records, lower rates of discipline referrals, higher academic self-esteem, are more likely to be in a college preparatory curriculum, earn higher grades, and aspire to, enroll in, and graduate from college (Videon, 2002). In regards to women, an emerging body of research has found female participants in school sports are more likely to graduate from high school, less likely to be depressed or experience low self esteem, 92 % less likely to use drugs, and 55% less likely to have an unwanted pregnancy. Also, 80% of women who were identified as important leaders in Fortune 500 companies had a background in sports (Zimbalist, 2006). Through athletics and sports competition, minorities and poor youth have better access to higher education, and all athletes learn self-control, perseverance, discipline, efficiency, better health, and a competitive drive that allows for success in their careers (Coakley & Dunning, 1996; Long & Caudill, 1991; Miracle & Rees, 1994). Sports allow each participant the opportunity to grow as a person through teamwork and social interaction. Athletic participation relates positively to growth in interpersonal skills, peer relationships, leadership abilities, personal and social well-being, and to students' commitment to their academic institutions (Aries, McCarthy, Salovey, & Banaji, 2004).

The attributes learned through athletics follow individuals for the rest of their lives and improve their ability to lead a more successful and accomplished life. People who participated in high school athletics have higher incomes and more occupational prestige than those who did not (Aries, McCarthy, Salovey, & Banaji, 2004; Videon, 2002). Playing sports creates a sense of competition, and in that competitive drive, improving and winning become very important.

Once that competitive spirit is molded into athletes, it is something that stays in their mind as they grow older and move onto different projects.

Successful Athletics Improves the Overall Quality of the Student Population

Athletics not only encourage athletes to graduate at a higher rate and have higher grade point averages, they also improve the overall quality of the student body. According to McCormick and Tinsley (1987) and Tucker (1992), there is a strong link between athletic success and the quality of applicants to the school. The authors also share that a winning trend in football over 15 years increases the SAT scores of incoming freshmen for big-time sports universities. Collegiate athletics, namely football and basketball, serve the institution's admissions process. Selective institutions are able to enhance the quality of their student populations through successful sports programs (Mixon, Trevino, & Minto, 2004). As stated in the introduction, this phenomenon of having more students apply to a school, thus, raising the standards of admission is called the 'Flutie-factor,' named for the 33 % increase in applications that Doug Flutie helped Boston College achieve when he was a football star there (Mixon, Trevino, & Minto, 2004). The larger schools with more successful programs reap more of the benefits than other universities. Having a varsity team in a major sport that wins a conference title, or better yet, a major bowl game or an NCAA championship, can have a substantial effect and influence on the quality and quantity of high school students who apply for admission (Kotlyarenko & Ehrenberg, 2000; McCormick & Tinsley, 1987). Universities across the country have been benefiting from athletics for years. Colleges receive applications from more successful high school students and observe more applicants to their schools when they not only have a great year, but also a great sports tradition. According to McCormick and Tinsley (1987),

eliminating any of these sports programs would have a detrimental effect on enrollment and academic standards.

Successful Seasons Promote Publicity and More Applicants

Sports have been an important commodity for television networks. It has become commonplace to see sports highlights and games every time the television is on. When a college or university has a sporting event televised, those watching are able to not only witness the event, but also recognize the school the team is representing. One of the largest television companies in the world, the Columbia Broadcasting Station (CBS), signed a deal with the NCAA in 1999 to have exclusive broadcast rights for the next eight years. CBS paid the NCAA 1.725 billion dollars for this contract (Zimbalist, 2006). This dollar amount illustrates the business college athletics have become. With that recognition, universities receive free publicity when they have successful seasons. That publicity turns into free advertising for the school, thus the people watching television will instantly identify the school. From there, universities may use athletics to advance the less apparent areas of academic reputation, governmental relations, and racial and gender diversity (Toma & Cross, 1998). This is prevalent when a team is on television, because they are allowed advertisements in which they attempt to sell the academic part of the school during televised commercial breaks.

At many large universities, high profile spectator sports embody the popular customs and rituals associated with the collegiate life that have historically been central in our thoughts about the American university. These athletics serve as a surrogate for the community building activities traditionally found on smaller residential campuses which appeal to students, particularly incoming students (Toma & Cross, 1998). When a team is successful enough to be

on television, it means they must be highly ranked by the NCAA. When a team receives a higher ranking, generally that means they will have more of their competitive events televised.

Toma and Cross (1998) found that a highly ranked football team boosts SAT scores throughout the university. Institutions that participate in major college athletics generally perform better academically than those that do not make a similar investment (Toma & Cross, 1998). In terms of football at the Division I level, there have been 13 different universities that have won or shared the national title between the years of 1979 and 1992. Of those 13 schools, seven enjoyed an increase of 10% or more applicants to their school the following year and two schools had an increase of 20% or more (Toma & Cross, 1998). The other schools saw an increase, just not as dramatic. According to Toma and Cross (1998), applications to the University of Miami increased by 34% after they won the national title and Georgia Tech University saw an increase of 21% in applicants after they shared a national championship in 1990. These two schools outgained applicants compared to the other schools in their conferences over the next couple of years. These results may be attributed to several factors, but the publicity they received from their titles helped in a significant way. The television schedules allow for millions of people to view the games, which contributes to the desire for students wanting to go there. In 2008, the University of Minnesota-Duluth won the national championship, a game that played on ESPN. That game was viewed by approximately 22 million people. That type of advertising cannot be matched in any other realm. In very few arenas outside of sports will there be a viewing audience of that size.

Summary

Studies have been conducted which have focused on and targeted athletes and their success in the classroom and beyond. A lot of information surrounds athletics and academics,

but the information that is missing is a more complete analysis of what successful athletics do for smaller Division I schools and even Division II schools. A more concise and informative look at SAT scores from the incoming freshmen who are applying to these prospective universities is needed. More research must be conducted on individual students from different levels of athletics and different academic areas, closely examining the relationship between athletics and academics. Athletics offer opportunities for a very large population. It is extremely difficult to collect data from that large of a population and identify every positive attribute that is derived from participating in sports. More research is needed beyond major Division I schools to support the fact that it is evident that athletics plays a major role in people's lives whether they are participating or not. According to Videon (2002), people who participate in high school athletics have higher incomes and more occupational prestige than those who did not. Also, universities that excel in athletics are more prevalent and more easily seen by the general public making their university more marketable to students who want to attend those colleges.

CHAPTER THREE

Methodology

The purpose of this study was to explore the impact of a successful Division II collegiate athletic season on the university. This chapter will first describe the setting and the participants that took part in this study; then it will discuss the development and questions of the study. The chapter will conclude with a description of the process used to gather and analyze the data collected.

Setting

This study was conducted at the University of Minnesota-Duluth. The setting needed to be at this institution of higher learning because all of the participants in the study were employees of this institution. Also, the University of Minnesota-Duluth's football team was the main focus of this study. Their national championship seasons and the impact they had on enrollment and the other areas of the university were the direct interests of the author of this study.

Participants

The participants of this study were chosen specifically because they worked with the football program directly at the University of Minnesota-Duluth, or they were an indirect associate to the athletic teams. The researcher interviewed several employees of the University of Minnesota-Duluth who worked in different offices and had different occupations and responsibilities to the university (see Appendix A for Human Subject forms). The participants varied in education, responsibilities, age, and background.

Research Design

The study was conducted as a qualitative research project. It was designed in that fashion because the opinions, beliefs, and understandings of individuals in the chosen professions show the value and importance of championship seasons for sports teams, specifically football. The researcher asked specific questions how a national championship has affected the sports programs, the university, the enrollment of students, and the community surrounding the institution (see Appendix B for Interview Questions). It is important that the study had validity to it. According to Cohen (2007), validity “might be addressed through honesty, depth, richness, and scope of the data achieved, the participants approached, and the extent of triangulation.” The questions of this study were designed to achieve this goal; it is also why these particular participants were chosen, as they are officials that would notice the direct impact of athletics and its effects on the institution.

The data for this qualitative study was gathered through multiple interviews with several participants. The interviewer used a standardized open-ended interview method. This method’s characteristics include: the exact wording and sequence of questions are determined in advance and all interviewees are asked the same basic questions in the same order (Cohen, 2007). As mentioned above, the study was conducted at the University of Minnesota-Duluth where multiple staff members were interviewed. The staff members were asked questions referring back to the success of the football program from 2008-2009. The focus of the study was to gather information and perceptions on how success in a university sport affects the university and the people that are associated with that institution. Cohen (2007) says, “The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken, and heard. In short, the interview is a powerful implement for researchers (p. 349).”

Following the interviews, the transcripts were organized and read to discover patterns and themes. According to Cohen (2007), “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories, and regularities (p. 461).” With the many interviews, there were different answers and a variety of beliefs and understandings of the recoil from winning a national championship. In order for the data to make sense and fit together in a manner that could be understood, the researcher had to summarize, generate themes, and discover patterns from the data. There were multiple answers to many different questions, so bias had to be carefully watched and kept in check, for as Cohen (2007) says, “A transaction (between people) inevitably has bias, that needs to be recognized and controlled” (p. 350).

Organizing the data was of the utmost importance, due to the range of answers and responses to different questions. The data was organized by participants. The total responses of a single participant were presented before the analysis moved on to the next individual (Cohen, 2007). The researcher broke down each interview and organized the overall response from each question into thematic groups, i.e. gained exposure, helped recruiting, or better funding. Each participant had different opinions and answers for the interview questions, making it easy to put certain members who held certain jobs into thematic groups based on their answers. For instance, the participants who worked in university admissions were able to answer certain questions relating to admission concerns more specifically and accurately than other participants because of their interactions with prospective students and families. To add to that, coaches for the football team were able to identify how the national championship affected recruiting because they are the staff talking to those prospective athletes on a consistent basis.

Summary

In summary, the study took place at the University of Minnesota-Duluth where the interviewees were employees of that institution. The data was collected through a series of interviews with multiple members of the university from multiple areas and offices of the school. The data was organized on a person-to-person level and then split into multiple categories focusing on expertise and accuracy of the answers.

CHAPTER FOUR

Research Results

The effects of winning a national championship can have large implications for a university. Several open ended questions were asked to many different parties at a particular Midwestern university. The university staff that was interviewed was the Chancellor of the university, Head Coach of the football program, Athletic Director, Assistant Athletic Director, Head Athletic Trainer, an Admissions Officer and an Academic Advisor. By interviewing a multitude of university employees, this study received valuable input that validates many conclusions and ideas held by other researchers.

This chapter presents the questions posed to each interviewee. Responses for each of the interviewees have been summarized for each question.

Interview Results

1) What have you noticed after winning the National Championship in football?

#1 The biggest difference within our program has been the difference in attitude. Our guys have taken our level of expectation to another level. They now expect to be a playoff team and realize where hard work can get you. Now, recruiting and every other facet of our program realizes that we are a contender to win a national championship and that is something that will only increase our success.

#2 I've noticed a rather impressive piece of hardware in the trophy case. I've noticed a difference in attitude around the university. I work in academics and I have just heard more and seen more excitement towards athletics in general.

#3 An excitement in the community and state about UMD's accomplishment. It has been great to see and hear how much electricity that championship has brought. Now, football at UMD is a staple, it's a sport now that most people seem to have some interest in.

#4 I have seen an increase in expectation from within the team to compete at a national level. The players, coaches, and others feel that this program now should compete year after year for a national championship.

#5 People all over the nation know and acknowledge this great feat. They recognize UMD and they now know that UMD is a place that will always compete and be successful.

#6 The image of the university state wide and within the region changed. The football program now has credibility nationwide as a top program in the country. Donors and supporters saw and felt a lot of pride in the program. They felt their financial support was paying dividends.

#7 I have noticed an increase of intelligence in the general population in regards to where we are and what type of university we are. I have also noticed that we are a much larger name now in the Division II community.

2) How has winning the Championship changed the image or expectations of this university?

#1 Our expectation has not changed from a University or program stand point. We have always made sure our expectation has been to field a program ready to compete at a national level. Our Championship just proved to everyone that it could be done. It was kind of like the breaking of the glass ceiling because we knew we could do it and then all of a sudden it kind of just happened and that just reaffirmed our theories and expectations.

#2 There is sometimes an assumption among prospective students and families that the football program can or will be more selective in its recruitment of student athletes. I believe that after this, many students who saw a chance to play Division II football will possibly think that it is going to be much more demanding and much more difficult to pursue that belief. Also, families and student athletes now know the quality of person it takes to succeed, particularly at that level.

#3 I believe it has raised the bar with regards to goals and expectations. National championships instead of conference championship. Even though a conference championship is great, the goal is still oriented towards a national title.

#4 I don't think the University as a whole changed at all. It has brought to the consciousness of other athletic teams, that at UMD, it is possible to play for and win national championships.

#5 It is a huge milestone. It puts us on the map for Division II athletics and it makes our university stronger and a little more credible as far as athletics are concerned.

#6 The expectations were to win another national championship after you win one.

The image of the university is enhanced by winning a championship, it rubs off to expectations for all the departments to excel and be leaders in their field.

#7 Well, the university has always held high expectations of their student athletes and their sports teams. With this group of students and the success they have had in the classroom and outside of it, the bar has been raised. We graduate an extremely high rate of student athletes and this football group in particular is an extremely gifted group in both areas and now we have to keep that expectation high and that will only increase our success in the future.

3) How do you replace or can you put a price on the free publicity that is given due to the success of the program?

#1 Our University has received a lot of recognition due to winning. This is something that you only find out after you win. The publicity and notarity continues to come in every day. It doesn't matter if you are talking about radio, television, pictures, conferences, etc. You can't really understand how much there is that comes from it until you win a national championship.

#2 In the short term, it's a great feature/photo opp for recruitment publications and marketing efforts for the office of admissions. We can use the championship as a spring board for our marketing strategies. We try to use whatever we can to make

ourselves stand out against other universities and this is extremely helpful. It makes us stand out that much more and when you are talking about a very large decision such as college, you need every advantage to get that attention and the national championship has helped us.

#3 Athletic success can truly put a university on the map. Unfortunately, negative behaviors or actions by players, coaches, and teams can also put a university on the map! This championship truly painted our university in an extremely positive light and it made us a stronger place for students, families, and staff.

#4 I don't feel we have received much or any additional publicity. Both the television and newspapers have fallen under huge budget cuts and they have fewer reporters to write and broadcast stories. For example, UMD hockey was not televised this year and our Basketball programs were not able to get a radio deal. In addition the Duluth News Tribune fired one of its sports reporters. Now, during the championship, we received a lot of attention, but after it has been lacking in my opinion because of the economy and because of the trouble with the local papers and television markets.

#5 Literally, this is priceless. It can't be put into numbers or budgets because there really is no way to measure it. It is something that we will have forever and because it is so recent, we need to take full advantage of it and promote it at all costs.

#6 Very difficult to put a price on the free publicity. Athletics is not the most important mission of the university, but it sure is the most visible. The success of the football program creates a positive perception of the university.

#7 You really can't replace it. It is unimaginable how much it would cost to try and reach that many people any other way. We try to publicize as much as possible. We want students and families to come and join our learning community. We try to get as much information out as possible, but in reality, you can't extend too far in this country otherwise you will be using too much money, but for a sports team to help extend that reach to everyone in the country is truly priceless.

4) Have you noticed any more attention to the university from the championship?

#1 I have not noticed any more attention for the University. We have gained a lot of attention and respect from a football standpoint on a national level. Our program was put on the map so to speak because of our success in 2008.

#2 I feel that people who did see the national championship game are educated on the topic of where we are and who we are. Also, I feel that many people around the community have sort of "woken up" and have brought renewed interest in our school and our sports programs.

#3 Alumni are truly excited. It is not just sports alumni either, it's alumni who were traditional students and it's alumni who have moved all over the country and sort of just kind of forgot the university, but now have regained a lot of interest and now want to be a part of that again.

#4 No. I haven't seen any more attention that is completely noticeable in my eyes.

#5 Yes, people are very excited around the community. This includes employees of the University, students, and anyone involved or around the area of Duluth. It has been a community builder and bond that people of the university can share.

#6 Yes, other coaches around the country will recognize the program as a national championship program. Recruits are more apt to contact the staff looking for an opportunity to play and attend school. Being televised on ESPN during the championship game, gives the university national exposure. Also, the football team played on CBS and ESPN2 earlier that year. Being able to get your school on television in front of millions is something every school wants and probably needs.

#7 I have seen an enormous amount of attention added to our university because of the success of the football and hockey championships. I feel that there is no vehicle that could have gotten us that amount of attention and publicity. To add to that, being on national television three times in one year only uplifts and pushes your school to the top. When the national championship was played on ESPN on a open Saturday, there were over 22 million people that watched and viewed that game. You could not pay for that amount of publicity and we received it free of charge. Also, we won the game and that only helped us take another step in the direction that we want to go.

5) On a national level, how does this promote or help the program?

#1 We gain the respect recruiting more than anything else. We are now able to recruit and have a chance at kids we did not have a chance on 3 years ago. For instance, we got a recruit in from Las Vegas, Nevada this past year. I think having won the championship that gave us the edge in the market to get that recruit. The other positive has been the ability to get transfers on campus. When athletes leave other programs they want to go to a program they have a chance to win. Many student athletes these days are very educated on their sports. They know which schools are winners, they know which schools have a certain type of academics, and they know which schools will be best suited for them. With the combination of our academics and the now the championship, we can compete with anybody to get those recruits.

#2 Although it's difficult to measure "attention," the championship is mentioned by prospective students and parents—particularly in other parts of the country where hockey is not "king." I have heard and seen the impact of the championship to the university because of my position. The championship is something that is very commonly brought up when I am talking to a prospective family. When it does come up, it's something they all seem to have passion and excitement for. It plays a very large role for many students' decisions.

#3 Without question - recruits from around the nation will now know of UMD and its championship. Not only recruits will recognize it, but other students as well.

#4 I believe it helps tremendously in national polls as people outside our region have heard of us. It can give us an advantage when being ranked in the polls and when you can get that advantage, then you can possibly get seeded better and the better you get seeded then the better of chance you have to get a home game for playoffs and when you get a home game for the playoffs it dramatically increases your chance of winning a national championship. In addition, it has helped in recruiting of student athletes.

#5 Once again, it is recognition from around the nation

#6 Successful athletic teams help to promote the program by being in the news for a longer period of time. Scores and highlights of games increase exposure for the program, scores are being printed and reported throughout the playoffs and less teams are alive as teams get eliminated. Therefore, less scores to report and if your team is alive it increases the exposure.

#7 I have seen a huge impact around the nation. I have received letters, calls, cards, emails, etc. from other Chancellors around the country. They have been so kind and they have congratulated our school on such a tremendous and historic accomplishment. On top of that, I have seen an increase in donors from around the country. I feel that if we hadn't won the national championship, many of those donors would not have wanted to be part of our university.

6) Does the success pull in more attendance and attention at events?

#1 Our attendance has increased over the past couple of seasons. The community has rallied around our program which has made our players proud to be part of UMD football. This helps in many instances. Our players obviously love to play in front of as many people as they can, it just makes the environment so much more electric and amplified. Also, when we bring in recruits to watch the games and have a weekend, it helps them want to pick us because we are playing in front of six or seven thousand compared to other schools who may only have two or three thousand.

#2 We haven't tracked any correlation for admissions' events—I doubt it.

#3 UMD's attendance has been good in the past - it has improved! It has also brought nationally televised games to UMD. The more people you get, the more people will want to come. Since the championship, it has been working in the direction of more and more people.

#4 No. I don't see a dramatic increase, now, I haven't looked at the numbers, but the attendance seems to be very similar to what we have had in the past couple of years.

#5 I think our success definitely brought more people into the stands. Everyone loves a winner! I work particularly in game management and I deal with a lot of stuff that is going on around the game so I have seen a larger presence of fans and supporters at the events.

#6 More attention definitely and more attendance initially. The university has to take advantage to build attendance from a successful season, it will not happen automatically. Market the success and the attendance will increase.

#7 I have seen a great increase in the “buzz” around campus. People generally seem more excited, they seem to anticipate and celebrate opportunities to cheer on our teams. Also, I have seen our staff become even more involved than they already are. I think that is because many staff have many athletes in their classroom and because of the job the student athletes do, they tend to want to support them and celebrate their athletic gifts.

7) Does this success wake up any donors and get them to contribute to the athletic programs?

#1 We have not seen athletic donors contribute more than they have in the past. This could be for a number of reasons but not as of yet have we seen donors come forward due to winning. Again, it could be about the economy or it could be because maybe they feel that they are obviously helping and they don’t need to contribute any more than they are currently giving.

#2 I don’t know. I work in the admissions area of school and I haven’t been privy to that information.

#3 It should have, but that would depend on how the athletic department marketed it. Donors just don’t give, they need to be contacted, they need to feel important they want to feel a part of the program.

#4 No. Actually the football year 2009-10 was one of our worst in donors both alumni and non alumni.

#5 Although you'd think people just give, it still takes effort to ask for the donations.

I wish we had more man power to capture the excitement with regard to donations. We need to get more information out there, we need to get more people calling, and we need to throw more functions that will get people in and get donors excited and ready to give and become a member of our athletic community.

#6 Same as with attendance, the university needs to take advantage of the success by actively seeking out new donors and asking others to increase their donation.

Strike while the iron is hot, it will not happen automatically. There needs to be a process of getting out into the area and making sure that they know how to give and what steps need to be taken.

#7 We have seen a steady rise in donor relations and actual donor donations at our university. Also, the donations have not just been to the athletic department, we have received and increased our donations to the other parts of our university. I have seen this championship impact our university as a whole, not only athletic, but academic as well.

8) What would you say has been a negative about winning a national championship?

#1 There has not been a negative due to winning. It has been a positive experience all around.

- #2 Sometimes you may get an assumption that the football program will recruit better players, rather than more qualified student athletes. You worry that the program, now having tasted success, will want to keep that success going and they may do that by getting in better football players, but not better people in the classroom.
- #3 Expectations have been risen - win one, now win them all. Also (although I'm not involved) I'm sure there are some student/athletes that expect more - playing time and money.
- #4 I would say that there has been zero negatives about winning the national championship. I have really only seen positives.
- #5 I think people might get a little spoiled. This past year, we still made it further into the play offs than we had done before we won it all. Their expectations rise. That can be a difficult thing to manage because then you get people who think it's this person's fault or they need to do this and that can create a negative culture.
- #6 Unrealistic expectations from fans and donors. The standards of excellence has been raised, a pretty good season now will be considered an average season.
- #7 I am really hard pressed to find any negatives about being a successful program and winning a national championship, but if I had to say anything it would be about expectations as a team are now at an extremely high level. Now, if you have a good season people will feel that it is mediocre and if you have an okay

season people will feel it is a bad season. Also, I don't necessarily see that as a negative either, I feel that expectations should be high and that will keep motivation and excitement up as well.

9) Was there any funding or reward for winning the championship?

#1 Our staff did receive some money for professional development due to winning the championship from the American Football Coaches Association (AFCA). We used that for speaking engagements, traveling to different conferences, etc.

#2 Not for me or my department.

#3 I have no idea about that.

#4 No. Winning a national championship in DII actually cost the department money.

The NCAA only reimburses so much for food, lodging, and transportation. We actually lost money. Plus, we had to do some additional fundraising to pay for the rings. However, donors do like to donate money for things like National Championship rings.

#5 No. The trip was covered by the NCAA, but no monetary prize was involved.

#6 The football staff received a bonus from a private group of givers. Very nice gesture from a very loyal and supportive group of alumni and friends of the program.

#7 There was no monetary payment from the NCAA or anywhere else. They did cover the expenses though. The place where we see money is from more publicity and then also donors who have seen the success and wanted to be a part of that.

10) Has winning caused any issues with alumni or donors and their expectations for upcoming seasons?

#1 Not as of yet. I believe the alumni realize the magnitude of winning and how much of an accomplishment it was. We believe we can continue to win but it is not expected every season.

#2 I don't know about alumni or donors, but there is definitely an expectation around campus to succeed and continue on that success. It would seem as if the championship was nothing if the next season is a failure.

#3 Again, I believe they all feel UMD now should be a contender in Division II for a very long time to come.

#4 No. I know our alumni and donors very well, they are extremely happy and excited about the championship, but there is no pressure from them to win another championship because they are realistic and they know how extremely difficult it is to win.

#5 Our alumni loved it! They are in constant contact with us, they are extremely excited and they want that feeling and that success to continue, but I haven't seen

any pressure or felt any pressure to make sure we win the national championship again.

#6 Average years create a feeling amongst supporters that there is something wrong with the program and changes need to be made. Supporters seem to be more impatient with results that do not match the championship season.

#7 Well, I don't think so. I just think that our donors are extremely happy to be a part of something so great. They are excited to know that what they do for us is really a great part of why we are so successful in all areas of the collegiate level. Now I think they realize that they are helping and that they aren't just giving to give. They maybe have regained that focus and that is a beautiful thing.

11) Please include any other comments or opinions or beliefs here.

#3 The previous staff and present have done a tremendous job in bringing UMD to a national stage, hopefully this will continue.

#5 Winning a national championship in football is bigger than anyone can imagine. It brings instant notoriety, as well as long-lasting respect for the program and the university.

#6 Overall benefits outweigh the negatives by far after a program wins a national championship. It truly does change the image and the perception of the university. One needs to be careful that complacency does not set in within the department and the football program.

#7 Winning a national championship is something that no one can take away from you. It is something that will live forever in our university, and it will live in the memories of thousands of people who were a part of the team in some way, shape or form. Also, it will help us athletically and academically in the future.

Discussion

This study showed multiple things that are in common with research that has been documented over the years. It also showed some new areas in which the success of a national championship can affect a university. The questions that were asked were there to focus on what actually happens when a sport team wins a national championship. The interviewees were all members or former members of the university. Some worked in admissions, some worked in administration, and some were members of the athletic community. There are three areas that will be the focus. The first area is where the interviewees agreed or had similar answers. The second area is narrowed on the ideas where the participants of the study disagreed or had different answers. Finally, the last area will be directed towards answers from the interviewees aligned with the literature and the other studies conducted on the similar topic.

Areas Where Participants Agreed: Expectations, Recruiting, and Recognition

When asked several different questions, the participants varied their answers on multiple levels, but had very similar responses to a couple of the questions. The first area in which the majority of the group agreed on is Question #2. The group seemed to all agree that winning a national championship changes the perception and belief on campus. While several participants acknowledged that the university has always held high expectations of its student athletes, most participants agreed that winning a national championship brings with it the expectation to

continue to perform at such a level. One former head coach of UMD said, “The expectations were to win another national championship after you win one. The image of the university is enhanced by winning a championship. It rubs off to expectations for all the departments to excel and be leaders in their field.” This former head coach of University of Minnesota-Duluth has won two different national championships at another school and is currently at a Midwestern Division I program. Connecting these ideas together was very easy because of the quick responses this study received when asking these questions. It was very easy for most of these survey participants to see a connection from the sports field to the university with the success of the football program.

The next area where the answers are very similar is in Question #5 - the question about how the national championship can help University of Minnesota-Duluth. The answers to this question are overwhelmingly directed towards recruiting and bringing in new students and new student-athletes. With the championship, our participants all agreed that recruiting and acquiring more students appears to have a relationship to the success of the football program. One interviewee is currently on the football staff and his remarks about helping out with recruiting

We gain the respect recruiting more than anything else. We are now able to recruit and have a chance at kids we did not have a chance on three years ago. For instance, we got a recruit in from Las Vegas, Nevada this past year. I think having won the championship that gave us the edge in the market to get that recruit. The other positive has been the ability to get transfers on campus. When athletes leave other programs they want to go to a program they have a chance to win. Many student athletes these days are very educated on their sports. They

know which schools are winners, they know which schools have a certain type of academics, and they know which schools will be best suited for them. With the combination of our academics and the now the championship, we can compete with anybody to get those recruits.

It is obvious that having a successful program will enhance a program's ability to get more qualified and able student-athletes, but winning a national championship does mean more for the program, according to the participants.

Finally, a majority of participants all seemed to agree that being in the national spotlight during the playoff run was something that could not be received anywhere else, as stated in Question #4. The Chancellor of the University of Minnesota-Duluth said:

I have seen an enormous amount of attention added to our university because of the success of the football and hockey championships. I feel that there is no vehicle that could have gotten us that amount of attention and publicity. To add to that, being on national television three times in one year only uplifts and pushes your school to the top. When the national championship was played on ESPN on a open Saturday, there were over 22 million people that watched and viewed that game. You could not pay for that amount of publicity and we received it free of charge. Also, we won the game and that only helped us take another step in the direction that we want to go.

With such publicity, a regionalized university is now able to gain recognition on a national level. Smaller colleges and universities tend to have limited recruiting abilities, often staying in-state or making visits to adjacent states. Also, by being not as well known or publicized, recruiters often have to go out and sell themselves to their prospects. From the media

recognition received from playing in a nationally televised championship game, a wider net is cast and, as one participant stated, “Recruits are more apt to contact the staff looking for an opportunity to play and attend school.”

Areas Where Participants Disagreed: Donations, Increased Fanbase, Monetary Rewards

With the participants being from all parts of the university, this study received some different opinions, experiences, and beliefs from the group. The first area in which the participants seemed to disagree was the issue about donors increasing because of the national championship, Question #7. The head athletic trainer for the University of Minnesota-Duluth said, “Actually the football year 2009-10 was one of our worst in donors both alumni and non alumni.” This participant is referring to the year after the championship and he is saying that the worst year for donations was in 2009-10. Contrarily, the Chancellor said:

We have seen a steady rise in donor relations and actual donor donations at our university. Also, the donations have not just been to the athletic department, we have received and increased our donations to the other parts of our university. I have seen this championship impact our university as a whole, not only athletic, but academic as well.

A person could argue both sides of this because the Chancellor is obviously overseeing the entire university and she would have an idea of who is donating and how much they are donating, but the athletic trainer also works in the same facility and department as the football program, and he would know whether or not people are giving and donating to the football program. The root of the disagreement seems to stem from the fact that the athletic trainer is localized to the football program and the donations received there, while the Chancellor is viewing the donations from a much larger umbrella which considers all aspects, athletic or not, of the university.

Another area where there were some disagreements or different views was in the area of fan attendance at events, Question #6. The Associate Athletic Director said, "I think our success definitely brought more people into the stands. Everyone loves a winner! I work particularly in game management and I deal with a lot of stuff that is going on around the game so I have seen a larger presence of fans and supporters at the events." She works directly with game management, set up for events, and promotions for the fans. Others feel that the attendance has been the same. The Head Athletic Trainer of the football team said, "I don't see a dramatic increase now. I haven't looked at the numbers, but the attendance seems to be very similar to what we have had in the past couple of years." The Head Athletic Trainer works with multiple teams, but his main sport is football and he travels with the team, so he has intimate knowledge of who is coming to the games and what the attendance is like. This is an elusive issue because the people who were interviewed deal with fans and many alumni. For them to have a difference in opinion is somewhat perplexing. Other participants seem to agree with the Associate Athletic Director that attendance has grown. However, as one participant states, "We haven't tracked any correlation for admissions' events." Therefore, the beliefs stated appear to be subjective.

Finally, another area where the interviewees differed is on the issue of monetary rewards, as stated in Question #9. Participants could not agree on the actual cost of the championship and whether or not University of Minnesota-Duluth had to actually spend money for this championship run or not. The Associate Athletic Director said, "The trip was covered by the NCAA, but no monetary prize was involved." That is different from what our Head Athletic Director said:

Winning a national championship in DII actually cost the department money. The NCAA only reimburses so much for food, lodging, and transportation. We

actually lost money. Plus we had to do some additional fundraising to pay for the rings. However, donors do like to donate money for things like National Championship rings.

The NCAA does reimburse the programs for their travel expenses, but money which the program had to pay is still in question. Those participants who suggested their were monetary gains due to winning a national title did so under specific conditions. While the NCAA did not reward the university or cover the costs of the expenses concerned with the title game, several participants who were coaches noted they did receive outside funds that were contributions toward staff development.

Areas Where Participants Supported Literature: Publicity

Finally, all but one of the participants' responses to Question #3 supported the claims made through the literature which suggest successful athletic seasons promote publicity for an institution. One participant stated that while "athletics is not the most important mission to the university, but it sure is the most visible." Another participant expanded on this idea stating:

You really can't replace it. It is unimaginable how much it would cost to try and reach that many people any other way. We try to publicize as much as possible. We want students and families to come and join our learning community. We try to get as much information out as possible, but in reality, you can't extend too far in this country otherwise you will be using too much money, but for a sports team to help extend that reach to everyone in the country is truly priceless.

While the participants' responses supported the assumption that a successful athletic season does contribute to added publicity for an institution, other claims found in the literature were not defended by the answers to the interview questions. Such claims included that

successful athletics improves a student athlete's grade and test scores, build on and improve qualities that help people succeed, and improves the overall quality of the student body. The participants' answers also did not refute such claims; therefore, further research would need to be conducted to determine the validity of the literature.

CHAPTER FIVE

Summary and Conclusion

It is safe to argue that the recognition received from playing in two national title football games was beneficial in the recruiting of student-athletes for this Division II University. As participants in this study suggested, by being televised nationally this relatively small program was able to be promoted to a larger audience than similar programs without such athletic success. As indication of this positive influence on recruiting, the university's football program was being contacted by recruits outside their typical recruiting spectrum. Student-athletes who had never heard of the University of Minnesota-Duluth were made aware of the success of the university's football program via national broadcast, and thus became interested in playing for this proven Division II program. Another important indication of the impact of their successful season on the football program's recruiting was the fact they were able to get more desirable recruits to commit to the University of Minnesota-Duluth. As one participant noted, the football program was able to commit a recruit from Las Vegas, Nevada - a recruit that otherwise would probably not have been contacted.

It is also important to note that by winning a national title and the opportunity to recruit better athletes, the expectations from alumni, the student body, and other fans was clear. They expected the quality of the athletic program to maintain or improve, and they expected their program to be in contention for another national championship. And while there was no conclusive quantitative evidence of an increase in attendance of home football or other athletic events, participants suggested there was an evident increase or maintenance of alumni, student,

and fan support. This not only had the capability of raising the morale of the players, who had strong support from their fan base, but it also had the capability of increasing cohesiveness within the university's community.

Another significant finding was that of a fiscal nature. While many assumed that along with a national championship title came monetary rewards, it was clear this was not the case for the University of Minnesota-Duluth and their football program. While the participants did not agree in their responses on the questions regarding monetary concerns (questions seven and nine), it was well noted that the NCAA did not issue any cash benefits. Any fiscal rewards came outside the NCAA from individual groups and organizations.

It was also determined through the numerical data received by the University of Minnesota-Duluth's Admission's Office that there was an increase of 136 freshman and transfer student applications received by the University of Minnesota-Duluth following their 2008 championship football season. While the percentage of applications received was not nearly as substantial as the 33% increase Boston College experienced, it should be noted that in the application period prior to their championship run (the fall of 2008) the University of Minnesota-Duluth had experienced drops in its number of freshman and transfer applicants. Interestingly enough, in 2010, two fall application periods after their championship football season, the University of Minnesota-Duluth experienced a decrease of 314 freshmen student applications. If the "Flutie Factor" is transferable, this could possibly suggest there is not a sustainable increase in the number of applications following a championship season.

Educational Implications

Regarding the University of Minnesota - Duluth, who graduates 94% of their student-athletes, there are grounds to make an argument that incoming recruits will contribute to the

academic atmosphere of the university in a neutral or positive way. With the athletic programs holding high academic standards for their athletes in order to participate in their chosen event, there is no evidence that the university's graduation rate would be endangered. Overall, it could be suggested that the University of Minnesota - Duluth gained a positive change on their academic atmosphere.

On a larger academic scale, it can be argued that by having a successful athletic program, the academic component of the university also benefits. With an increased recruiting base, colleges and universities can be more selective in their admittance of student-athletes. With greater interest - usually created by greater success - in the college athletic programs, it might be argued that there will be an increase also in the number of applications of non-athletes. Again, a greater number of applicants allow greater selectivity in admittance. If not greater selectivity, then the college or university has the option to allow for a greater quantity of accepted students.

Recommendations for Future Research

After conducting the interviews and compiling the data received by the participants, there are several recommendations for future research. First, considering the University of Minnesota - Duluth's football program played in the 2010 Division II Championship Game; it would be relevant for this study to follow-up on the admissions records for the Fall 2011 semester. This should include both the number of applicants, as well as the number accepted. If an increase in the number of applicants recurs, it would support the "Flutie Factor" at the Division II level. If there is not an increase in the number of applications, it could either challenge the validity of the "Flutie Factor," or it could open the door to a new study - one in which a successful athletic program is analyzed to determine when the "Flutie Factor" becomes nullified after multiple championship seasons. Regardless, there is a need for further research using quantitative data to

better assess the trend between athletic championships and application rates. Data concerning application statistics may be collected following future Division II athletic championships.

Likewise, a similar retrospective study may be conducted to examine prior Division II championship seasons.

Next, this study included participants who were current employees of the University of Minnesota - Duluth. For a more comprehensive collection of data, one may consider the use of interviews with alumni and current students not involved with athletics, or current students not involved with the given athletic event. This may be best conducted by using a random sampling at athletic events or on the campus itself. Questions could be formulated to allow for subjective feedback from such participants. An example for trying to estimate if there is an increase in student involvement might include asking a sampling of students how many games they attended the year before a national championship and the year after.

Another consideration would be to conduct a similar study based on the national championship of another sport in the Division II world, or to conduct a similar study with a national championship Division III athletic program. As we have seen with this study, we are confined to information received regarding a Division II football program.

Further information to consider would be regarding academics. While it goes outside of what this study set out to confirm, it would be relevant to track the student-athlete graduation rate from year-to-year surrounding a national championship, as to ensure the quality of academic demands is being upheld with the increasing quality of new athletic recruits.

Summary

In conclusion, the data collected from the interviews is, in majority, supportive of the notion that a successful football team in the Midwest made an impact on the university itself, along with a perceived impact on the surrounding community and fan base. There appears to be

a possible connection between the success of one athletic team and the school that team represents. After the national championship won by the football team, the chancellor of the University of Minnesota-Duluth said, “I have seen a huge impact around the nation. I have received letters, calls, cards, emails, etc. from other Chancellors around the country. They have been so kind and they have congratulated our school on such a tremendous and historic accomplishment. On top of that, I have seen an increase in donors from around the country. I feel that if we hadn’t won the national championship, many of those donors would not have wanted to be part of our university.” Now, there are definite impacts from the success of that particular team at that university.

The impact of the success of the football team is difficult to measure. There needs to be further research conducted on exactly how each facet of the university is effected by the championship. To further the study, there needs to be research done on how a different sport will impact a university after a successful season. Finally, there needs to be more research done on all levels of competition in all divisions. There needs to be a larger sample size of interviewees and there needs to be more sports included with a mixture of men’s and women’s athletics. Research that extensive will ultimately describe and detail if and how the “Flutie Factor” impacts a university.

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Appendix A

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 0912P75473

Principal Investigator: Kevin Krenz

Title(s):

The Correlation Between Athletics and Academics

Appendix B

CONSENT FORM

The Correlation between Athletics and Academics

You are invited to be in a research study of the winning of a national championship by the University of Minnesota-Duluth football team. You were selected as a possible participant because of your occupation and relationship to the university and football team. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Kevin Krenz, University of Minnesota-Duluth Master of Education program.

Background Information

The purpose of this study is: to understand how a national championship in football at the University of Minnesota-Duluth has impacted the university and anyone associated with the school.

Procedures:

If you agree to be in this study, we would ask you to do the following things:

Answer questions openly and freely without prejudice or bias. Also, express opinions and beliefs about the topic and the questions.

Risks and Benefits of being in the Study

The study has several risks: First, N/A; Second, N/A (*Risk must be explained, including the likelihood of the risk*)

The benefits to participation are: No benefits.

Compensation:

You will receive payment: No payment. (*If subjects receive class points or some other token, include that information here. Explain when disbursement will occur and conditions of payment. For example, if monetary benefits will be prorated due to early withdraw.*)

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. (*If tape recordings or videotapes are made, explain who will have access, if they will be used for education purposes, and when they will be erased.*)

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota-Duluth. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researchers conducting this study are: Kevin Krenz. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at Las Vegas, NV, (218) 341-7435, kren0059@d.umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____

Appendix C
QUESTIONNAIRE

- 1) What have you noticed after winning the National Championship in football?
- 2) How has winning the Championship changed the image or expectations of this university?
- 3) How do you replace or can you put a price on the free publicity that is given due to the success of the program?
- 4) Have you noticed any more attention to the university from the championship?
- 5) On a national level, how does this promote or help the program?
- 6) Does the success pull in more attendance and attention at events?
- 7) Does this success wake up any donors and get them to contribute to the athletic programs?
- 8) What would you say has been a negative about winning a national championship?
- 9) Was there any funding or reward for winning the championship?
- 10) Has winning caused any issues with alumni or donors and their expectations for upcoming seasons?
- 11) Additional comments can be added here.